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ABSTRACT

The author, one of a number of consultants from secondary schools and colleges participating in a session concerning the possible restructuring of the College Entrance Examination Board's American History and Social Studies Achievement Test, addresses himself to the general subject of the changing relationship in the secondary schools between American history and the social studies, and, more specifically, to questions concerning the extent to which American history is a core subject of social studies curricula and the extent to which other fields have been integrated into the study of American history. A comparison of New York state social studies curriculum with other state guidelines illustrates that the conceptualization of American history has undergone a transformation, and that attitudes toward a core have undergone a change. On the national level, fields other than American history are comprising a larger proportion of secondary social studies curriculum. The second question suggests the possibility of a modest study to furnish the necessary answers. It is the author's impression that other fields have had a major impact upon the study of American history through the curriculum materials developed. (Author/SJM)

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American Historical Association History Education Project

Occasional Paper Series

Dr. Eli Seifman, Series Editor

Occasional Paper # 10

POSSIBLE RESTRUCTURING OF THE COLLEGE ENTRANCE EXAMINATION BOARD'S AMERICAN HISTORY AND SOCIAL STUDIES ACHIEVEMENT TEST: (THE CHANGING RELATIONSHIP IN THE SECONDARY SCHOOLS BETWEEN AMERICAN HISTORY AND THE SOCIAL STUDIES)

by

Dr. Eli Seifman

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American Historical Association History Education Project

The State University of New York, Stony Brook, New York

1972

PREFACE

Generally, there are three major reasons given by colleges for requiring that candidates for admission submit scores on certain Achievement Tests: (1) certification of achievement of a level of competence in a subject-matter field; (2) placement in a college sequence at a level commensurate with prior achievement; (3) making predictions about performance in college.

The College Board Achievement Test Program rests on the assumption that a representative committee of competent school and college teachers (designated as the "committee of examiners") can develop an examination in a specific subject-matter field that will be appropriate for assessing the level of achievement of candidates who come from different schools and who may have been taught courses based on different textbooks or courses with different emphases. The committee of examiners is responsible for making sure that the achievement test is closely related to the curriculums of the schools and that basic curricular changes are reflected in the tests. Representatives from the Educational Testing Service work with the various subject-matter committees of examiners in constructing the actual achievement test itself.

In the Spring of 1972, the College Entrance Examination Board's Committee of Examiners in American History and Social Studies and Educational Testing Service invited a number of consultants, from both secondary schools and colleges, to participate in a "think session" for the purpose of making recommendations to the College Entrance Examination Board concerning possible restructuring of the CEEB American History and Social Studies Achievement Test to bring the test into as close a conjunction as possible with secondary school curricula in American history and social studies.

Each consultant was asked to prepare a paper on one of the topics for the adgenda of the meeting. The author of the following paper was asked to address himself to the subject of the changing relationship

in the secondary schools between American history and the social studies. In particular, the Committee wanted to know to what extent is American history still a core subject of social studies curricula and to what extent have other fields been integrated into the study of American history.

The author wishes to express his appreciation to the members of the College Entrance Examination Board's Committee of Examiners in American History and Social Studies[1] for inviting him to participate in the deliberation concerning the possible restructuring of the CEEB American History and Social Studies Achievement Test, and to thank the other consultants[2] for the opportunity to freely discuss and share ideas dealing with a significant concern of social studies educators.

[1] Henry N. Drewry, Princeton University, Chairman; Harry W. Barnes, Larkin High School (Elgin, Ill.); Dean Brink, Roosevelt High School (Seattle, Washington); Harry N. Scheiber, University of California at San Diego; David A. Shannon, University of Virginia; Wilson Smith, University of California at Davis; Dorothy Cowser Yancy. Barat College.

[2] Clair W. Keller, Professor of History and Education, Iowa State University; John M. Livingston, Chairman of the Social Studies Department, Newton High School, Newtonville, Massachusetts; Domingo Rodriquez, Chairman of the Social Studies Department, Garfield High School, Los Angeles, California.

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April 17, 1972

TO: CEEB Committee of Examiners
in American History and Social Studies

FROM: Dr. Eli Seifman
Professor of Education and Editor, HEP/NEWS EXCHANGE

RE: Assigned Topic: "The Changing Relationship in the Secondary Schools Between American History and the Social Studies"

This paper reflects the fact that I have taken very seriously Stephen F. Klein's assurances that the written document due 4/25/72 could be a rather informal response to the assigned topic and questions--with the understanding that the major emphasis would be participation in the dialogue and interaction during the "think session."

* * *

Let me begin with some very general reactions to each of the two specific questions to which you asked me to address myself. QUESTION #1: "To what extent is American history still a core subject of social studies curricula?" Here we have the very real problem of asking ourselves not only what a "core" looks like (i.e. how we would define it operationally) but also what American history looks like anymore. That is, even if we were to assume that our answer was that American history was still the core subject (and I do not mean to imply that I think this is clearly the case), we would have to ask ourselves whether we here (or more precisely the Committee of Examiners) would recognize that which is taught in the schools as being American history--or, might we say, "Yes, that's certainly something from the field of American history, but you don't mean to tell me that that is all (or that those are the only things) you teach in American history?"

I think it becomes clear that what I do mean to imply is that a fundamental transformation has occurred in the way American history is now conceptualized as a school subject, and that we should--indeed must--address ourselves to this fact (at least I strongly believe it to be fact) before rushing to answer Question #1 either affirmatively or negatively. Therefore, concerning the assigned Question #1 I suggest the "think session" focus first on the question "What does American history look like as a school subject in the social studies curricula?"

Perhaps some specifics may be in order. Using the New York State social studies curriculum as an example [see Figure 1], let us look at the different conceptions of American history as reflected in the curriculum guides for Grade 8 "United States History" (essentially a chronological arrangement) and that of Grade 11 "American History"--note the parenthetical subtitle "American Studies"--(essentially a topical or thematic organization).

Now then, compare these (or other state-wide guidelines with which you may be familiar) with such "curricula" as those reported in the March, 1972, issue of THE SOCIAL STUDIES PROFESSIONAL--the official newsletter of the National Council for the Social Studies [see Figures 2 and 3].

It is my impression that not only has the conceptualization of American history undergone a transformation, but also the very nature of, or attitudes toward a "core"--especially the conception of a common core--have undergone a similar transformation.

Concerning the question of a "core," it might be helpful to have before us at the meeting at least one complete state-wide K-12 social studies curriculum to which we can refer--see Appendix I.

Although we should be able to arrive at a consensus on the actual grade levels that comprise the "secondary school," there

are still questions that will need to be resolved. Shall we be using the very limited definition of grades 9-12, or the broader one of grades 7-12? How will we handle the "middle school" (e.g. grades 5-7) concept? Will we accept the entire middle school social studies curriculum as a secondary school curriculum or will we say that grades 5 and 6 are not "secondary" even though the middle school's curriculum may (or may not) constitute a unified and developmental sequence?

We probably have a feeling of what we mean by a "core," but what will we accept as our operational definition? What will we accept as the criteria by which we judge whether American history is still a core subject of social studies curricula?

There is some question as to whether "history" any longer constitutes the core subject of secondary social studies curricula. The New York State social studies curriculum, as an example, could be analyzed as follows:

Grade	Emphasis
7	Anthropology
8	History (U.S.)
9	Geography
10	History (European)
11	History (American)
12	Other Fields

Is this pattern typical or atypical for the nation as a whole? My impression is that on the national level we will find that fields other than American history are comprising a larger proportion of the secondary social studies curricula.

Now for QUESTION #2: "To what extent have other fields been integrated into the study of American history?" This appears to be essentially a research question; that is, one needs to ask and secure empirically verifiable answers to

such questions as:

(1) "Which ones?"--i.e. which are the other fields that have been integrated into the study of American history?

(2) "How?"--i.e. in what way(s) have they been integrated?

(3) "Degree?"--i.e. to what degree have they been integrated into the study of American history, or indeed, is it possible that American history has been integrated into the study of these "other fields"?

I refer to this as a research question because it would be possible to conduct a modest study that could gather answers to these questions. Indeed, an informal polling of the participants at the "think session" might even be helpful in this regard. A computer search of the ERIC/ChESS collection would be well worth the effort (and the cost should be minimal).

It is my impression that "other fields" have had a major impact upon the study of American history through the curriculum materials developed by some of them (e.g. the American Anthropological Association's "Patterns in Human History"; the American Sociological Association's "Episodes in Social Inquiry Series"; the Association of American Geographers' "Geography in an Urban Age"; etc.) and the growing interest in the application of methodological procedures from the social and behavioral sciences to the study of American history.

* * *

Therefore, in the secondary schools the relationship between American history and the social studies curriculum is changing. This change is of a critical magnitude and I would hope that the "think session" will address itself to an inquiry into the fundamental nature of this changing relationship.

[Figure 1]

Grade 8

United States History

The new Nation (to 1800)

-Gaining independence; principles of the Declaration

-Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government

-The Federalist era: test of the new Nation

The National-Republican period (1800-1828)

-Acquiring and exploring new territories

-Changes in the landscape; urban centers in a rural society

-Presidential policies in domestic and foreign affairs

-Economic and industrial changes

-Foreign crises and wars

-National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1828-1840's)

-Political and social changes: reforms; writers; progress of democracy

-Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)

-Characteristic features of life in various regions

-Civil War: leaders and significance

-Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)

-Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes

-Political trends: civil service and other reforms; policies toward business

-Changes in living: small town and rural life; the western frontier; the growing cities

-New immigrants; labor conditions

United States a world power (1900-1940)

-Changes of the Progressive Era

-World War I and the peace movement

-Boom, depression, and the New Deal

-Foreign policies and moves toward war

United States a world leader (1940-present)

-World War II, peace and the Cold War

-United Nation: regional blocs and alliances

-Conflicts, including those in Korea, Cuba, Viet Nam

-Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility

-Structure and functions of the Federal Government

-Government and politics; Federal-State relations

-Political and civic rights and duties of the individual United States citizen

Grade 11

American History
(American Studies)

The American people

-Immigration and reaction to immigrants; development of nativist opposition

-American culture patterns: adaptations from Europe; present diversity

-Population: growth; division into various groups

-Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics

-Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times

-Political leadership and decision-making: the American presidency; the Congress; judicial review

-The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units

-Citizen relationship to government: political parties; citizen involvement in various levels of government

-New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life

-The economy: scarcity; the market economy and the basic economic questions; opportunity cost

-Mercantile capitalism: the colonial experience

-Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion

-Finance capitalism: industrial growth; demands for government regulation

-Government involvement: implications of the New Deal era; use of federal regulatory powers today

-Government finance: history of taxation in United States

American civilization in historic perspective

-Education: historic growth of public education; variety in relationship of education to democratic values

-Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support

-Mass media: impact of the free press upon American society

-Ideological battles in critical periods in American history; challenge of communism

-Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs

-The nation-state

-The emerging nation: minimum involvement yet protection of the western hemisphere

-The expanding nation: manifest destiny; overseas empire-building

-Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

INNOVATIVE ALTERNATIVES

[Figure 2]

Fifteen "promising practices" are briefly described below as a result of our requesting TSSP readers to report *innovative alternatives*. For further information, write the *Editor, TSSP*, or write directly to the name listed with each school.

BRANDYWINE HIGH SCHOOL, WILMINGTON, DELAWARE: A TWO-WEEK "INTERIM PROGRAM" FOR ALL STUDENTS. The program is concerned with four varied instructional approaches: 1) variety of intensive short courses; 2) independent study for a limited number of students who present a carefully defined plan and for whom a sponsor can be identified; 3) independent study in the form of career research laboratory experience (students have been placed for a two-week period in 41 different job title areas); and 4) intensive remedial study for the student who has a deficiency in an academic subject. Some of the electives during the Interim include: Asian Humanities, The Bible, Consciousness III, Controversy, Culture of Appalachia, Dissent in America, Egyptian Civilization, Ethnic Problems, Group Counseling. For further information contact: *Frank Wyrick, Brandywine High School, 1400 Foulk Road, Wilmington, Delaware 19803.*

THOMAS MCKEAN HIGH SCHOOL, WILMINGTON, DELAWARE: ELECTIVE CURRICULUM IN GRADES 11-12. Offerings will be 9-week, 1/4 credit electives, eight of which satisfy the 11th and 12th grade credit requirements. Course offerings are determined by student interest. Each course is scheduled for four one-hour sessions every six school days. Within this basic six-day computer schedule the teacher may manipulate the class hours as curriculum would suggest. Teachers are deployed as close to personal interest and preparation as possible . Examples of course offerings include: History through Photography, Poverty in America, Art History, Environmental Problems, the Under-18 Citizen. For further information contact: *John D. Miller, 301 McKennan's Church Road, Wilmington, Delaware 19808, (302) 999-0154.*

HUDSON BAY HIGH SCHOOL, VANCOUVER, WASHINGTON: CONTACT FOR STUDENTS WITH THE COMMUNITY - a pilot project for 100 students in an attempt to establish contact for students with the community to see if what they learn in the schools is practically related to the community. A student-faculty committee determined 47 possible choices for students to explore from five different classes. Students narrowed the list to 19 choices on a first, second, or third choice. Students were asked to write a list of objectives for reasons why they wanted community leaders to come to our school and what they wanted to accomplish if they went to their community choice. For further information contact: *Don M. Carlson, Hudson Bay High School, 1206 East Reserve Street, Vancouver, Washington.*

CRATER HIGH SCHOOL, CENTRAL POINT, OREGON: AN INTERDISCIPLINARY PROGRAM FOR SENIORS, EMPHASIZING SOCIAL STUDIES, ENGLISH, AND THE FINE ARTS. The year's course comprises ten units of time. Within each unit there are from four to seven options, or alternative "classes." There is student self scheduling for each unit. Some alternatives are: Option A and Option B, with emphasis on individualization; Option C, which is seminar-oriented, with more conceptual models, interpretation, full-book length reading, and creative application of principles; and an Independent Study Option which allows individuals to make study proposals which must be accepted by the staff. For further information contact: *Robert Baylet, Crater High School, 4410 Rogue Valley Blvd., Central Point, Oregon 97501.*

THEODORE ROOSEVELT SENIOR HIGH SCHOOL, SAN ANTONIO, TEXAS: A CLINICAL EXPERIENCE IN SOCIOLOGY. Seniors taking sociology at Roosevelt High School learn first hand about welfare institutions. Students are allowed one school day to visit institutions within the city. An objective is to encourage students to become involved in the community and to show them the need for responsible action on their part. A paper is required on the main topic "Community Problems in San Antonio." The students analyze a problem and explain what is being done in San Antonio to deal with the problem. Fur further information contact: *Edith Speert, Theodore Roosevelt Senior High School, 5110 Walzem Road, San Antonio, Texas 78218.*

GREATER LATROBE SENIOR HIGH SCHOOL, LATROBE, PENNSYLVANIA: A LAW ELECTIVE OPEN TO JUNIORS AND SENIORS. The inquiry process is used as students conceptualize about conflict, social control, dignity of man, morality and choice, and clarify personal values which they see as being in conflict with justice and contemporary American society. There is a wide use of media as students are involved in the video taping of visits to correctional institutions, discussions with the district attorney, the public defender, inmates in penal institutions and other representative legal resource people. A wide use of the media, role-playing and courtroom simulations are planned to insure student involvement. For further information contact: *Martha Rupert, Social Studies Coordinator, Greater Latrobe Senior High School, Latrobe, Pennsylvania 15650.*

NORTHERN UNIVERSITY HIGH SCHOOL, CEDAR FALLS, IOWA: SOCIAL INQUIRY - This is a social studies elective available to eleventh and twelfth grade students comprising a series of 4-week inquiry modules in which students examine persistent and crucial social problems originally identified through a survey of student interests. Inquiry approaches are emphasized with students using relevant data drawn from a variety of sources and using the methodology of the economist, political scientist, and the sociologist. For further information contact: *Donald Soovel, Price Laboratory School, 19th and Campus Streets, Cedar Falls, Iowa. 50613.*

ALTERNATIVES IN SOCIAL STUDIES

[Figure 3]

WASHINGTON IRVING JUNIOR HIGH SCHOOL, COLORADO SPRINGS, COLORADO: HETEROGENEOUS GROUPING AND INDIVIDUALIZED INSTRUCTION - Creation of materials to accommodate different learning styles and abilities, such as Learning Activity Packets (LAPs). Students are re-grouped, if necessary, to accomplish objectives and find comfortable learning levels. The program includes: 1) encouraging 7th grade geography students, on an individual basis, to create LAPs in the areas that interest them; 2) the use of contracts in 8th grade history teams; 3) offering an 8th grade 4-man, 4-disciplines "inner school" to 120 students. For further information contact: *Miss Wynn Weidner, Washington Irving Junior High School, 1702 Murray Blvd., Colorado Springs, Colorado 80915.*

OLIVER AMES HIGH SCHOOL, NORTH EASTON, MASSACHUSETTS: AN ELECTIVE FOR SENIORS IN LOCAL HISTORY - Activities include a) research on the history of older homes in the community; b) preparation of brochures and other printed matter of historical interest to the community; and c) assistance to the Historical Society and Historical Commission of the Massachusetts Inventory of Historical Areas. A result has been newspaper articles in the local paper about the deteriorated conditions of town cemeteries and presently two groups plan to start rebuilding cemeteries this summer. Original research is being done by the students using old town reports and other source materials. For further information contact: *Duncan B. Oliver, Oliver Ames High School, Columbus Avenue, North Easton, Mass. 02356.*

MOUNT SAINT JOSEPH ACADEMY, RUTLAND, VERMONT: DUO OR "DO UNTO OTHERS" - A volunteer work for academic credit program. Its purpose is to provide students with an opportunity to recognize their strengths, weaknesses, and to do something about each. Objectives include attempting to facilitate a renewed spirit of community awareness and allowing young people to expand their learning opportunities through direct involvement in voluntary activities. Electees work on projects such as existing programs at public and private social service agencies, at environmental agencies, or they may create their own service activity. In all cases, the focus of the projects is on improving the community. For further information contact: *Patricia K. Dillon, Mount Saint Joseph Academy, Convent Avenue, Rutland, Vermont 05701.*

WHITMER HIGH SCHOOL, TOLEDO, OHIO: A SURVIVAL CURRICULUM PROGRAM. The Survival Curriculum provides students with problem-solving activities, giving them the opportunity to integrate concepts and skills acquired, and to practically apply them to the problems in their world, society, community, and personal lives. The concept areas include: Psychology, Consumer Economics, Environment, Law and Society, Ethnic Studies, Applied Esthetics, Creative Studies, Occupations, and Futurisms. For further information contact: *James R. Whiteman, Whitmer High School, 5601 Clegg Drive, Toledo, Ohio 43613.*

MUNDELEIN HIGH SCHOOL, MUNDELEIN, ILLINOIS: THE MUNDELEIN PROJECT - involves a required course in government and an elective in psychology. The goals include 1) identifying and utilizing local adult talent and leadership; 2) making the course more relevant by giving wide choices of activities and by giving direct contact with elected officials from the local to the national level; and 3) providing for greater individualized guidance and instruction. For further information contact: *Earl G. Pyle, 1980 Berkeley Road, Highland Park, Illinois 60035.*

CHEROKEE HIGH SCHOOL, CANTON, GEORGIA: A SELF-DESIGNED TEAM-TEACHING PROJECT IN AMERICAN LITERATURE AND AMERICAN HISTORY - Using six teachers, three in each discipline, the project seeks to provide a fresh approach to two traditional subjects. Placing the students in two-hour time blocks, sufficient time is provided for a variety of activities such as feature-length films, student written plays, guest lectures, simulations, etc. Topical and thematic units include: The American Revolution and the Theme of Revolt; Suspense; Humor; War and Man; and the Decision-Making Process. For further information contact: *Frederick J. Anderson, Cherokee High School, Canton, Ga. 30114.*

PATCHOGUE-MEDFORD PUBLIC SCHOOLS, MEDFORD, NEW YORK: DEVELOPMENT OF TEN-WEEK MINI-COURSES - for grade ten (European Culture Studies) and grade eleven (American Studies). Under this system, students are programed to move through four mini-courses in both grades ten and eleven and may elect four or more advanced mini-courses in grade twelve. Hence the students meet with new teachers each ten weeks. Mini-courses in grade twelve include: Anthropology, Black and Latin Studies, Comparative Religion, Psychology, Sociology, Consumer Economics, Political Science and International Studies. For further information contact: *William Sullivan, Patchogue-Medford Public Schools, Saxton Street, Patchogue, New York 11772.*

MONTE CASSINO HIGH SCHOOL, TULSA, OKLAHOMA: A MINIMESTER IN GOVERNMENT. The students express what they want to learn about government, have a chance to see how our government works, and have an opportunity to select individual projects of their own interest to present to the class. Some of the field trips arranged by the students include: trips to City Hall, county courts, federal courts, jails, and visits with state and federal government officials. The students have a chance to discuss such topics as the electoral college, the Supreme Court, busing , the Black Panthers, the Mafia, etc. The students participate in simulated activities such as mock trials, mock elections, "Star Power," and "Guns or Butter." For further information contact: *John Pribram, Monte Cassino School, 2206 South Lewis, Tulsa, Oklahoma 74114.*

APPENDIX I

Kindergarten

Local Environment Studies

Social Organization
- The family
- The school

Economic Organization
- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization
- Rules and laws to be observed for the good of all

Geography
- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism
- Pledge of Allegiance
- Celebrating holidays and festivals

Grade 1

Local Environment Studies

Social Organization
- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - Families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization
- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community-mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores & businesses

Political Organization
- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography
- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism
- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization
- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization
- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization
- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government
- Money to pay for services - taxes

Geography
- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism
- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3

Community Studies

Geographic Introduction
- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities
- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities
- Typical climatic conditions
- Location of taiga areas
- Economic and social organization

Tropical Rainforest Communities
- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities
- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities
- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism
- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States

- The U.S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life African Negroes - Irish - Germans - Scandinavians, - Italians - Poles - and many others

Discoverers and Explorers

- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders

- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation

- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights

- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry & Science

- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts

- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism

- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions
(Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic, rainfall, climate, and others

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introdaction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:

  Geographic Overview
  Historical Summary
  Social Organization
  Economic Organization
  Political Organization

Grade 6

Major Culture Regions
(Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:

Geographic Overview - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use

Historical Summary - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period

Social Organization - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns

Economic Organization - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry

Political Organization - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- -Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- -Indians of the New World
- -The New York Indian: Iroquois as model

New World exploration and settlement
- -Influence of geographic setting
- -European exploration and settlement: leaders and people; motives and cultures
- -Planting the 13 English colonies
- -The American Southwest

The colonial period in the Americas
- -Wide variations in length of the colonial period
- -Physical and economic changes in the environment
- -Colonial cultural patterns: family; religions; languages; social class
- -Evolving political institutions
- -Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- -Modifying the habitat and moving west
- -Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- -Population trends; contributions of various groups
- -Progress of democracy in the new State

New York in the age of homespun
- -Habitat: challenge and response
- -People: roles in homespun rural society; in growing urban areas
- -Culture change: education; literature; religion; humanitarian reform
- -Governmental changes: suffrage and other reforms
- -Post-frontier, pre-industrial society
- -Historic trends to the Civil War

New York in the gilded age (to about 1915)
- -Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- -Business expansion; wealth and poverty; labor strife
- -City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- -"Between the wars," the transition era
- -Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- -Mass production: big business, with decentralized production units
- -Features of a new culture

Local and State government and civic responsibility
- -Structure and functions
- -Local, State and national interrelationships
- -Practical politics: civic rights and duties
- -The changing character of State and local governments

Grade 8

United States History

The new nation (to 1830)
- -Gaining independence; principles of the Declaration
- -Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- -The Federalist era: test of the new nation

The National-Republican period (1800-1825)
- -Acquiring and exploring new territories
- -Changes in the landscape; urban centers in a rural society
- -Presidential policies in domestic and foreign affairs
- -Economic and industrial changes
- -Foreign crises and wars
- -National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1825-1840's)
- -Political and social changes: reforms; writers; progress of democracy
- -Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- -Characteristic features of life in various regions
- -Civil War: leaders and significance
- -Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- -Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- -Political trends: civil service and other reforms; policies toward business
- -Changes in living: small town and rural life; the western frontier; the growing cities
- -New immigrants; labor conditions

United States a world power (1900-1940)
- -Changes of the Progressive Era
- -World War I and the peace movement
- -Boom, depression, and the New Deal
- -Foreign policies and moves toward war

United States a world leader (1940-present)
- -World War II, peace and the Cold War
- -United Nation: regional blocs and alliances
- -Conflicts, including those in Korea, Cuba, Viet Nam
- -Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- -Structure and functions of the Federal Government
- -Government and politics; Federal-State relations
- -Political and civic rights and duties of the individual United States citizen

Grade 9

Asian and African Culture Studies
(World Regional Studies)

World culture today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic world as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions: interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today
- -Europe in flux: population changes; economic shifts; political issues
- -Role of values in European culture

The ancient European world
- -Society's needs versus individual expression: Sparta and Athens
- -International expansion: the Roman Empire
- -The Judaeo-Christian heritage
- -Role of the city

The Middle Ages
- -The Church
- -Economic institutions
- -Role of the city

The age of transition
- -The Renaissance: intellectual and cultural characteristics; political life
- -The Reformation: leadership; far-reaching implications
- -The rise of nation-states governed by monarchy
- -The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change
- -Scientific thought in the enlightenment; present day implications of scientific and technological advance
- -Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change
- -Evolution as political change: the development of modern British political practices
- -Revolution as political change
- -Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change
- -Industrialization: effects upon technology, culture patterns, economic organization
- -Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems
- -Challenge of totalitarianism: the Nazi movement
- -Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- -Western man and his urban culture

Grade 11

American History
(American Studies)

The American people
- -Immigration and reaction to immigrants; development of nativist opposition
- -American culture patterns: adaptations from Europe; present diversity
- -Population: growth; division into various groups
- -Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics
- -Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- -Political leadership and decision-making: the American presidency; the Congress; judicial review
- -The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- -Citizen relationship to government: political parties; citizen involvement in various levels of government
- -New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life
- -The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- -Mercantile capitalism: the colonial experience
- -Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- -Finance capitalism: industrial growth; demands for government regulation
- -Government involvement: implications of the New Deal era; use of federal regulatory powers today
- -Government finance: history of taxation in United States

American civilization in historic perspective
- -Education: historic growth of public education; variety in relationship of education to democratic values
- -Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- -Mass media: impact of the free press upon American society
- -Ideological battles in critical periods in American history; challenge of communism
- -Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs
- -The nation-state
- -The emerging nation: minimum involvement yet protection of the western hemisphere
- -The expanding nation: manifest destiny; overseas empire-building
- -Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement [illegible] scheduled, the regular 11-11 sequence (The Western Heritage and American History) may be reversed.